Program Review Guide #1: Getting Started

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1. Introduction to Program Review

What Program Review Is

Program Review is a faculty-led, collaborative, systematic, and evidence-based examination of a program's quality. It focuses on ensuring that program graduates achieve the learning outcomes appropriate to the discipline and credential level.

Program Review is:

Formative – provides feedback that identifies program strengths and weaknesses to guide improvements to the program over time;

Participatory – uses input from internal and external stakeholders including students, graduates, faculty, staff, administration, program advisory committees, licensing or accrediting organizations, and employers, as appropriate;

Evidence-based – follows standardized, evidence-based processes and methodologies;

Strategic – leads to coordinated action that strengthens the program's ability to support students in achieving the program's learning outcomes;

Iterative – draws on previous reviews and recommendations with specific attention to trends and patterns;

Accountable – reports must be approved by the Senate Standing Committee on Program Review (SSCPR) and are made available on KPU's Program Review SharePoint site.

Why We Do Program Review

Program Review is one of KPU's quality assurance functions and is required by the Ministry's Degree Quality Assessment Board (DQAB). Please refer to SSCPR Memorandum in Appendix A for more information on the regulatory context of the Program Review process. DQAB conducts an audit of KPU's Program Review process every seven years to ensure compliance with Ministry's quality assurance requirements.[1] It is also a condition of KPU's membership in Universities Canada.[2]

Frequency of Program Review

All KPU **degree programs** undergo review once **every five years**. **Non-degree programs** undergo review once **every seven years** (see Policy AC3 in Appendix B)**.** Degree and non-degree programs in the same discipline are reviewed together because of the integrated nature of their curriculum. The schedule for Program Reviews is updated on a yearly basis, provided to Senate, and posted to the Program Review SharePoint site.

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[1] https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization/degree-quality-assessment-board/quality-assurance-process-audit
[2] https://www.univcan.ca/universities/quality-assurance/

Overview of the Components of Program Review

Program Review entails a detailed analysis of a program's strengths and areas for improvement through an assessment of its:

- curriculum
- relevance and student demand
- effectiveness of instructional delivery
- resources, services and facilities

The Program Review process consists of four components, which are summarized in the table below.

Component	Purpose	Written by
Self-Study Report	- Review program quality - Identify program's strengths and areas for improvement - Provide recommendations on improving the quality of the program	Program Review Team (faculty conducting the review)
External Review Report	- Validate the Self-Study Report - Provide external perspective	External Review Team
Quality Assurance Plan	- Establish the steps that will be taken to address the recommendations from both the Self-Study Report and External Review Report - Identify the resources required to implement these steps	Program Review Team (in consultation with the Dean and signed off by the Dean and Provost)
Annual Follow-Up Reporting	Provide annual updates on progress in implementing the Quality Assurance Plan	Program Review Team

Who Is Involved in Program Review

While a program's faculty members (Program Review Team) lead the review, other KPU community members have a role. These include the Office of Planning & Accountability (OPA), the Teaching and Learning Commons (TLC), the Dean, the Provost and the Senate Standing Committee on Program Review (SSCPR). A summary of the roles of each follows:

Program Review Team – leads the review and writes the Program Review Self-Study Report, Quality Assurance Plan, and Annual Follow-Up Reports;

OPA – provides planning and advice throughout, administers surveys and provides survey and administrative data, and provides support to SSCPR;

TLC – is available, if needed, to guide the Program Review Team in development/review of program learning outcomes, career pathways map, and curriculum map;

Dean – provides guidance and institutional perspective, reviews reports, provides feedback and advice on

the Self-Study Report in the form of a memo; meets with Provost to discuss Quality Assurance Plans, and, together with the Provost, signs off on Quality Assurance Plans;

Provost – is the administrator with institutional responsibility for academic quality and approves all Quality Assurance Plans;

SSCPR – ensures Program Review Policy is carried out by reviewing and approving Program Review reports and providing updates to Senate on the progress of Program Reviews.

Starting the Program Review Process

When your program is scheduled to undergo a review, OPA's Manager, Quality Assurance, will contact you to set up a meeting to explain the process and OPA's role in supporting it. The Manager will help you develop a plan and timeline for the review, and provide resources on Program Review and guidance throughout. You will also be introduced to the current Chair of the Senate Standing Committee on Program Review.

For convenience, all guidelines and templates related to Program Review can be found at the Program Review SharePoint site: https://kpuemp.sharepoint.com/sites/progrev/SitePages/Home.aspx. The site also hosts Program Review schedules as well as completed and approved reports for past reviews. Please contact sscpr@kpu.ca if you can't find reports from a previous review of your program. Note that guides and templates change over time, so previous work may not match current requirements.

OPA is here to support you throughout the review!

For assistance, please contact Melike Kinik-Dicleli, Manager, Quality Assurance at:

Tel: 604.599.3294 or sscpr@kpu.ca

2. Program Review Timeline

A Program Review should ideally take 16 months from the beginning of the Curriculum Review process to the submission of the Quality Assurance Plan. The 16-month timeline accounts for all of the activities to be undertaken by the various participants and takes into account annual vacation of faculty members.

The chart below depicts the ideal timeline for all phases of the review. Note that the Curriculum Review, Data Collection, and Self-Study phases overlap.

Phases	Months																
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Getting Started	■																
2. Curriculum Review		■	■														
3. Data Collection				■	■												
4. Self-Study Preparation		■	■	■	■	■	■	◈									
4. Self-Study Review/Revisions								■	◈								
5. External Review									■	■	■	■	◈				
6. Quality Assurance Plan Development														■	■	■	◈
One Year Later																	
7. First Annual Follow-Up Report																	

◈ Report submission months
Note: External Review Report is submitted by the External Review Team, not by the Program Review Team.

A description of the timeline for each phase follows. The timeline ensures that data and other information collected for the Self-Study remains timely throughout the review and that programs remain in compliance with the Program Review Policy AC3. OPA keeps a schedule of the year each Program Review should begin to ensure that degree programs are reviewed every 5 years and non-degree programs every 7 years. Delays in the Program Review can cause a range of challenges for students, faculty and staff – including, but not restricted to, the expiry and recollection of data, and lack of compliance with the Program Review Policy.

Phase 1: Getting Started – The kick-off meeting can occur in any semester of the year the review is scheduled to start. Timing of the kick-off meeting to initiate the review is based on discussions with the Dean and program chair.

Phase 2: Curriculum Review – The Curriculum Review process (with support available from TLC) begins right after the kick-off meeting. This phase should be completed no more than 2 months after the Program Review kick-off meeting.

Phase 3: Data Collection – The Data Collection phase (conducted by OPA) begins right after the Curriculum Review phase. This phase should be completed no more than 2 months after the completion of the review

of the program's curriculum.

Phase 4: Self-Study Preparation – Self-Study phase begins with the Curriculum Review phase. The Self-Study Report should be submitted to the SSCPR for approval no later than 3 months after the data collection is complete to ensure the data remains relevant throughout the review.

Phase 4: Self-Study Review/Revisions – Self-Study Report should be received by the SSCPR five weeks before the meeting date. SSCPR members assigned to review Self-Study Report provide feedback on the report within two weeks. Program Review Team makes the necessary changes in two weeks and submits the revised report one week before the meeting.

Phase 5: External Review Site Visit – The External Review Site Visit should take place no later than 2 months after the approval of the Self-Study Report, except when this falls in the summer, where site visits can be delayed to the early fall, if necessary.

Phase 5: External Review Report – The External Review Team should submit the External Review Report to the SSCPR for approval no later than 1 month after the site visit.

Phase 6: Quality Assurance Plan Development – The Quality Assurance Plan should be submitted to the SSCPR no later than 4 months after the External Review Report has been approved.

Phase 7: Annual Follow-Up Reporting – The first report should be submitted to the SSCPR no later than 12 months after the Quality Assurance Plan has been approved.

The tasks involved in each phase of the Program Review process are described in detail in Chapter 4. The Manager, Quality Assurance, will work with the Program Review Team to prepare a timeline after the Program Review kick-off meeting, which will then be submitted to the SSCPR.
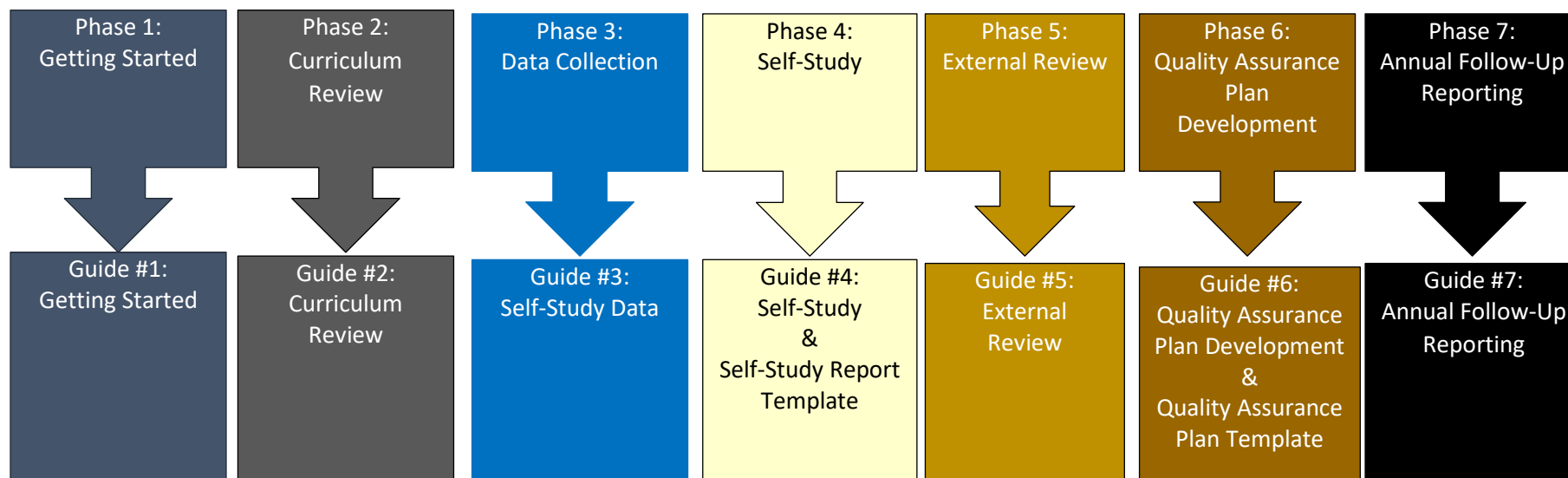
To facilitate the process, each program under review will receive an invitation to present their reports to the SSCPR as indicated in the timeline.

The SSCPR requests brief, regular status reports on the progress of each program's reports, provided to the Manager, Quality Assurance. These status reports will help the SSCPR determine how best to support programs during the review process and ensure timelines are met.

To ensure quality standards are met, each report (beginning with the Self-Study Report) must be submitted to the SSCPR for approval before the report for the next phase can be submitted. Each report must be received by OPA by the report submission deadline, which is 5 weeks prior to the SCCPR meeting for self-study reports and 3 weeks prior for all the other reports.

3. Program Review Guides & Templates

To assist the Program Review Team, a series of guides and templates are provided for each phase in the Program Review process. All guides and templates are available at: https://www.kpu.ca/program-review and https://kpuemp.sharepoint.com/sites/progrev/SitePages/Home.aspx.

Phase 1: Getting Started	Phase 2: Curriculum Review	Phase 3: Data Collection	Phase 4: Self-Study	Phase 5: External Review	Phase 6: Quality Assurance Plan Development	Phase 7: Annual Follow-Up Reporting
Guide #1: Getting Started	Guide #2: Curriculum Review	Guide #3: Self-Study Data	Guide #4: Self-Study & Self-Study Report Template	Guide #5: External Review	Guide #6: Quality Assurance Plan Development & Quality Assurance Plan Template	Guide #7: Annual Follow-Up Reporting

The guides are intended to make the Program Review process easier to navigate for the Program Review Team, while ensuring that KPU meets the expectations of the Ministry's Degree Quality Assessment Board. Below is an overview of the guides:

Guide #1: Getting Started – provides the Program Review Team with an overview of the Program Review process at KPU and prepares them for the Program Review kick-off meeting.

Guide #2: Curriculum Review – includes information on how to conduct a curriculum review, including developing/reviewing program learning outcomes, career pathways map, and curriculum map. It also explains where to report this information in the Self-Study Report template.

Guide #3: Self-Study Data – provides information about the data sources available for the Self-Study, including the administrative data and standard survey questions, and explains the survey development process.

Guide #4: Self-Study – covers the rest of the Self-Study process, explaining how to use the Self-Study data to address the Program Review questions and where to report this information in the Self-Study Report template.

Guide #5: External Review – provides information on the steps required to plan an external review site visit and criteria for selection of external reviewers.

There is also a guide for the External Review Team, and a template for their report.

Guide #6: Quality Assurance Plan Development – comes with a template and explains in detail how to develop a Quality Assurance Plan based on the findings and recommendations in the Self-Study and External Review Reports.

Guide #7: Annual Follow-Up Reporting – explains the process for reporting back to the SSCPR on progress made in carrying out the Quality Assurance Plan. The template for Annual Follow-Up Reports is prepared by OPA using the SSCPR-approved Quality Assurance Plans.

4. Program Review Roles and Responsibilities

The steps entailed in each phase of the review process are described on the following pages. For each step, the roles of the Program Review Team, that is the faculty conducting the review, OPA, the Dean's office, and the SSCPR are described. In addition, the support available from the Teaching and Learning Commons for Curriculum Review is identified. Please note that steps may overlap.

Phase 1 – Getting Started

Timing: Program Review Launch

Program Review Team	OPA	Dean's Office	SSCPR
Reviews *Getting Started Guide (Guide #1)* provided by the Manager; Attends kick-off meeting; Confirms Program Review timeline.	Provides *Guide #1* before Program Review kick-off meeting; Organizes and leads kick-off meeting, which includes an overview of the review process, and next steps; Helps establish timeline for review; Provides Program Review Team with guides and relevant templates after kick-off meeting; Connects Program Review Team with Teaching and Learning Commons for support with Curriculum Review (below), if desired.	Connects Manager with Program Chair; Provides input into development of review scope.	Chair participates in kick-off meeting.

Phase 2 – Curriculum Review

Timing: Months 1 and 2

Program Review Team	OPA	TLC (Optional)
Reviews *Curriculum Review Guide (Guide #2)*; Conducts a review of the program's curriculum, which is the first step in the Self-Study.	Provides *Guide #2* and the program's curriculum map with Course Learning Outcomes.	If requested, TLC can provide guidance and advice in conducting the review of the program's curriculum.

Phase 3 – Data Collection

Timing: Months 3 and 4

Program Review Team	OPA
Reviews *Self-Study Data Guide (Guide #3)* and provides input into survey design; Provides list of faculty members and discipline/sector representatives who should receive the surveys; Reviews survey and administrative data reports; Submits additional administrative data requests, if needed, to Manager, Quality Assurance.	Prepares administrative data report; Prepares surveys, ensuring they address issues in scope, in consultation with Program Review Team; Compiles student and alumni email addresses; Tests and administers surveys; Analyzes survey results and provides survey data reports; Provides advice on data interpretation.

Phase 4 – Self-Study

Timing: Months 1 to 8. Some parts of the report can be written during the Curriculum Review and Data Collection phases.

Program Review Team	OPA	Dean's Office	SSCPR
Preparation of Self-Study Report			
Reviews *Self-Study Guide (#4)* and *Self-Study Report Template*; Gathers documents needed for Self-Study Report; Prepares Self-Study Report.	Provides guidance and advice, as required; If requested, connects with Chair to have members of SSCPR provide feedback on draft versions of Self-Study Report in advance of formal submission to SSCPR.	Reads drafts of Self-Study Report and provides feedback; When Self-Study Report is ready for submission, provides feedback and advice in the form of a memo, which is presented at the beginning of the Self-Study Report.	Provides feedback on draft version of Self-Study Report, if such input is requested prior to formal submission.
Self-Study Report Review by SSCPR			
Sends Self-Study Report to Manager, Quality Assurance, at least 5 weeks before the SSCPR meeting; Reviews feedback from SSCPR reviewers prior to the meeting; Revises Self-Study Report, as required, to address reviewers' feedback; Submits the revised report 1 week before the meeting; Attends meeting and answers questions from SSCPR; Makes final revisions, if required, and submits the final version.	Schedules Report on SSCPR meeting agenda; Arranges for SSCPR members to review Self-Study Report.	Deans are encouraged to attend the meeting of SSCPR when Self-Study Report is discussed.	Chair of SSCPR reviews Self-Study Report before it is sent to SSCPR members for review; SSCPR members assigned to review Self-Study Report review the report and provide written feedback prior to the meeting; Chair forwards SSCPR reviewers' feedback to Program Review Team prior to the meeting; During meeting, discusses and decides whether to approve or ask for specific revisions to meet SSCPR standards.

Phase 5 - External Review

Timing: Months 8 to 12

Program Review Team	OPA	Dean's Office	SSCPR
Planning for External Review Site Visit			
Reviews *External Review Guide (Guide #5)*; Provides a list of external reviewer candidates; Determines date and location of site visit; Plans agenda for site visit.	Provides support to External Review Team by holding an orientation meeting, and providing the team with relevant guidelines, External Review Report Template, and the SSCPR-approved Self-Study Report.	Invites external reviewers.	Reviews external review candidates and selects External Review Team; Chair appoints KPU faculty member who will be a part of the team.
External Review Site Visit			
Hosts site visit if site visit takes place on campus; Participates in site visit.	If site visit is conducted remotely, Manager invites stakeholders and hosts site visit.	Participates as required in site visit.	
External Review Report			
Reviews SSCPR-approved External Review Report.	Forwards SSCPR-approved External Review Report to Dean and Program Review Team.	Reviews SSCPR-approved External Review Report.	Chair of SSCPR reviews External Review Report before it is sent to SSCPR members for review; SSCPR members assigned to review External Review Report review the report and provide written feedback prior to the meeting; During the meeting, discusses and decides whether an addendum to the report is needed to clarify scope.

Phase 6 - Quality Assurance Plan Development

Timing: Months 13 to 16

Program Review Team	OPA	Dean's Office	SSCPR
Development of Quality Assurance Plan			
Reviews *Quality Assurance Plan Development Guide (Guide #6)* and *Quality Assurance Plan Template*; Collaborates with faculty members and Dean on how to address recommendations in Self-Study and External Review Reports; Develops Quality Assurance Plan according to guidelines using template provided; Revises Quality Assurance Plan, if required, to obtain approval of Dean and Provost.	Manager provides advice and guidance, as required.	Collaborates in development of Quality Assurance Plan; Reviews Quality Assurance Plan and asks for revisions, if required; Together with a Program representative, meets with **Provost** to discuss the Plan; Together with **Provost**, signs off on the Plan.	
Quality Assurance Plan Review by SSCPR			
Delivers signed Quality Assurance Plan to Manager, Quality Assurance, at least 3 weeks prior to the SSCPR meeting; Reviews feedback from SSCPR prior to meeting; Attends meeting and answers questions from SSCPR; Revises Quality Assurance Plan, as required by SSCPR. If they wish, revisions can be submitted prior to the meeting so the meeting can focus on the revised report.	Schedules report on SSCPR meeting agenda; Arranges for SSCPR to review Quality Assurance Plan; Coordinates Dean's and Provost's signatures if SSCPR requests a revised Quality Assurance Plan.	Deans are encouraged to attend the meeting of SSCPR when Quality Assurance Plan is discussed.	Chair of SSCPR reviews Quality Assurance Plan before it is sent to SSCPR members for review; SSCPR members assigned to review Quality Assurance Plan review the Quality Assurance Plan and provide written feedback prior to the meeting; Chair forwards SSCPR reviewers' feedback to Program Review Team ahead of the meeting; During the meeting, discusses and decides whether to approve or ask for specific revisions to meet SSCPR standards.

Phase 7: Annual Follow-Up Reporting

Timing: Begins 12 months following approval of Quality Assurance Plan. Continues until the program can demonstrate to the SSCRP substantial completion of the Quality Assurance Plan.

Program Review Team	OPA	Dean's Office	SSCPR
Prepare Annual Follow-Up Report			
Prepares report on progress of implementation of Quality Assurance Plan to date, using follow-up report template.	Reminds Program Review Team when Annual Follow-Up Report is due; Provides program with Annual Follow-Up Template, created from the Quality Assurance Plan.		
Present Annual Follow-Up Report			
Delivers Annual Follow-Up Report to Manager, Quality Assurance, at least 3 weeks prior to the SSCPR meeting; Reviews feedback from SSCPR prior to meeting; Attends meeting and answers questions from SSCPR; Revises Annual Follow-Up Report, as required by SSCPR. If they wish, revisions can be submitted prior to the meeting so the meeting can focus on the revised report.	Schedules time in SSCPR meeting agenda for the Annual Follow-Up Report to be discussed; Arranges for SSCPR to review Annual Follow-Up Report;	Deans are encouraged to attend the meeting of SSCPR when Annual Follow-Up Report is discussed.	Chair of SSCPR reviews Annual Follow-Up Report before it is sent to SSCPR members for review; SSCPR members assigned to review Annual Follow-Up Report review the report and provide written feedback prior to the meeting; Chair forwards SSCPR reviewers' feedback to Program Review Team ahead of the meeting; During the meeting, discusses and decides whether to approve Annual Follow-Up Report or to ask for specific revisions to meet SSCPR standard; Decides whether the Quality Assurance plan is substantially complete, or a report is required the following year.

Appendix A: SSCPR Memorandum

MEMORANDUM

TO: Stan Kazymerchyk, Chair, Senate Standing Committee on Program Review [SSCPR]

FROM: David P. Burns, Vice-Chair, University Senate

DATE: January 17, 2018

SUBJECT: The Regulatory Context of The Program Review Process

NOTE: **Endorsed By The Senate Standing Committee On Program Review on January 24, 2018**

In response to your query regarding the links between program review and the Senate, *writ large*, I have prepared the following policy brief.

Why does the Senate discuss program reviews through its Standing Committee on Program Review?

KPU has two salient characteristics in this regard. First, it is a public institution. Second, it is an exempt educational institution.

As a public institution KPU must hold itself to the high standards of public accountability prescribed in documents such as the Auditor General's *Performance Reporting Principles for the British Columbia Public Sector* (2003). We must, in short, provide transparent accounting of the ways in which we use the public funding we receive to provide quality service to the citizens of our community. This obligation is deepened by our *exempt* status (which confers unto KPU a level of autonomy in our degree development and revision processes). Since the Senate's authority under the *University Act* is most explicit with respect to academic issues, one of the Senate' most important duties to our community is, therefore, academic quality assurance.

The Senate's program review duty is defined by a number of principles observable in provincial policy and cross-provincial agreements:

1) Program review is primarily the responsibility of KPU as an institution (and not government) and the Board of Governors is required by law to consult the Senate on educational policy in this area. **We are, in short, responsible as a university community through our Senate.**

   per Degree Quality Assessment Board Secretariat (2017b)

   per Council of Ministers of Education, Canada (2007)

   per University Act, British Columbia, 25.2.6.f

MEMORANDUM

2) Program review is the primary mechanism through which to ensure we are carrying out the **committments we made**, through our full program proposals, to Government and the people of British Columbia.

per Bond, Gelin, van Brummelen, Waterhouse and Stubbs (2011), the "Stubbs Report"

per Degree Quality Assessment Board Secretariat (2017b), 2.1

3) Program review is meant to be **cyclical** and **ongoing**, and not a response to a particular change.

per Council of Ministers of Education, Canada (2007), 2.7.10

per Shanahan (2015), p. 47

per Degree Quality Assessment Board Secretariat (2017a), 2.3

per Degree Quality Assessment Board Secretariat (2017b)

4) Program review should be **timely**, so that policy makers (internal and external) may use the information produced to respond to labour market demand.

per Auditor General of British Columbia (2003), for timeliness of public reporting

per Degree Quality Assessment Board Secretariat (2017b), appendix 1.1.a

5) Program review is the **basis** for an institution's ongoing use of the Education Quality Assurance standard, and its status as an **exempt institution**.

per Governance and Quality Assurance Branch (2016)

per Degree Quality Assessment Board Secretariat (2017a), 2.3

As a result of the duties outlined above, the Senate of any university in British Columbia should consider program review findings in curricular development (as in 2 and 3), budget development (as in 4 and Performance Reporting Principles) and in its general approach to good governance (as in 1 and 5).

Auditor General of British Columbia. (2003). Performance reporting principles for the British Columbia public sector: Principles endorsed by government, the Select Standing Committee on Public Accounts and the Auditor General of British Columbia. Victoria, BC.

Bond, R., Gelin, F., van Brummelen, H., Waterhouse, J., and Stubbs, J. (2011). Review of the degree approval process in British Columbia: Report of the Advisory Panel. https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/degree-authorization/stubbs-report.pdf

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Degree Quality Assessment Board Secretariat [DQABS]. (2017b). Quality assurance process audit handbook. Ministry of Advanced Education, Skills and Training. Victoria, BC.

Governance and Quality Assurance Branch [GQAB]. (2016). Education quality assurance: Policy and procedures manual. Ministry of Advanced Education, Skills and Training. Victoria, BC.

Shanahan, T. (2015). The role of the provincial government in postsecondary education. In T. Shanahan, M. Nilson, & Broshko, L. (pp. 37-56). Montreal, QC: McGill-Queens's University Press.

University Act, RSBC 1996, c 468, <http://canlii.ca/t/52v8h> retrieved on 2018-01-17

Policy History	
Policy No.	
AC3	
Approving Jurisdiction:	
Board of Governors, with Senate advice	
Administrative Responsibility:	
Provost and Vice President Academic	
Effective Date:	
May 22, 2019	

Program Review
Policy

1) CONTEXT AND PURPOSE

- Program Review at Kwantlen Polytechnic University is a faculty-led, collaborative, systematic and evidence-based examination of a program's quality. Program Review allows for a detailed analysis of a program's strengths and areas for improvement that result in enhancements to the program. Students, faculty and alumni are all given an opportunity to provide their perspectives during the review.

- As a public institution, KPU has a duty to ensure and report on the quality of its programs. Program Review is the mechanism by which we practice this accountability, and communicate it to our community. KPU's Senate Standing Committee on Program Review (SSCPR) oversees this process.

- Program Review is the process that drives continual progress and improvement at the program level. Program Review findings should inform Senate deliberations on curricula changes, and curriculum development. For this reason, Quality Assurance Plans will be submitted to Senate, following approval by the SSCPR, as part of the SSCPR Chair's Report.

2) SCOPE AND LIMITS

- This policy applies to educational programs under the governance of Senate.
- Program Review does not evaluate performance of individual faculty, staff, or administrators.
- This policy does not apply to programs which are not under the governance of Senate (e.g. Continuing/Professional Studies and Apprenticeship).

3) STATEMENT OF POLICY PRINCIPLES

- All programs will be scheduled for review on a regular basis. Degree programs will undergo review at least once every five (5) years and all non-degree programs will undergo review at least once every seven (7) years.
- All programs under the governance of Senate must meet the requirements of Policy AC3, including programs that undergo extensive review by external accrediting bodies. As appropriate,

the review of programs that undergo external review may occur concurrently with the external accreditation so as not to duplicate processes.

- Successful completion of a program review requires the SSCPR's approval of the following reports: Self-Study Report, External Review, and Quality Assurance Plan.
- Implementation of the Quality Assurance Plan is not deemed completed until a program can demonstrate, through Annual Follow-Up Reports to the satisfaction of the SSCPR, its substantial completion.
- The SSCPR Chair will include approved Quality Assurance Plans in the SSCPR Report to Senate.

4) DEFINITIONS

Refer to Section A in the related Procedures document for definitions which will enhance the reader's interpretation of this Policy.

5) RELATED POLICIES & LEGISLATION

University Act 35.2 (6)(f) AC9
Essential Skills Policy
AC13 *Qualifications for Faculty Members Policy*

6) RELATED PROCEDURES

Refer to Procedure AC3 *Program Review.*